

Speaker's Notes
The California Reading/Language Arts
Framework:
An Instructional Blueprint for Teaching the
English-Language Arts Standards

Slide	Speakers' Notes
1	This training is based on information provided by the principal writers of the framework, Edward J. Kame'enui, University of Oregon and Deborah C. Simmons, University of Oregon.
2	The purpose of the framework is to provide a blueprint for organizing language arts instruction. It stresses the importance of a balanced, comprehensive program and emphasizes that children must be fluent readers at least by the end of third grade. The Framework's goal is that every child meets or exceeds the language arts content standards. The standards designate what to teach at each grade level, and the framework provides the guidelines and approaches for designing instruction so that all students, including those with special learning needs, will benefit.
3	The framework has two primary audiences: teachers and other educators involved in English-language arts instruction and developers and publishers of language arts programs and materials. Parents and policymakers will also be guided by the framework as they evaluate language arts programs at the local and state levels. The framework is a road map for curriculum and instruction. The research-based instructional and practice materials, partnered with the content standards, will enable teachers to invest more energy in delivering the curriculum and assessing the effectiveness of their instructional practices.
4	The organization of the framework is based on the content of the <i>English-Language Arts Content Standards</i> . The framework presents the goals and key components of an effective language arts program in Chapter 2. Chapters 3, 4 and 5 describe the curriculum content for each grade level and grade span. They present some recommended instructional practices that will assist students to master the standards. Chapter 6 guides the development of appropriate assessment tools and methods to ensure that each student's progress toward achieving specific knowledge, skills and understanding in language arts is measured.
5	Chapter 7 presents specific strategies to promote access to the language arts curriculum for all students, including those with special needs as well as presenting differentiated instruction for advanced learners. Chapter 8 identifies the key players in the school community that help refocus the school or district priorities for reading, writing, listening, and speaking. The role of instructional materials and school libraries is also discussed. Chapter 9 includes the 5 categories for evaluating instructional materials.
6	The framework addresses all grades kindergarten through twelve. It is built upon a scientific knowledge base and on the standards for English-language arts. It aligns curriculum, instruction, assessment and organization to provide a comprehensive structure for teaching and learning. There are ten principles that guide the framework.

	They direct the purpose, design, delivery, and evaluation of instruction.
7	The academic content standards are the foundation of the framework and serve as curricular guideposts. The alignment of the standards to the framework provides a comprehensive structure for language arts teaching and learning.
8	The content standards are <i>mastery standards</i> , meaning students should master or be proficient in the knowledge, skills, and strategies specified in a particular standard, at least by the end of the designated grade.
9	The standards serve as curricular guideposts for teachers and provide clear-cut curricular goals for all learners. Alignment of curriculum, assessment, instruction, and organization rests at the school level. There the components must be identified, implemented, and adjusted to fit the conditions of each school and the needs of its learners. The standards are categorized by domain: reading, writing, written and oral language, and listening and speaking. The connections between standards are addressed in the samples of integration points in the grade-level sections; and in Appendix B, which shows the representative content standards and instructional connections.
10	By the end of grade three, students should be able to read. In grade four the emphasis on reading to learn begins and continues through the grades. The following slides show an example of how the content standards build the skills toward advancing concepts from Grade 3 to Grade 12. In Reading, Grade 3, students are able to identify the structural features of informational materials by showing ability to use titles, contents, chapter headings, glossaries, and indexes in locating information in the text. Watch how these skills are used to build mastery in Grade 6 and further in Grade 8.
11	In grade six, students identify the structural features of consumer media by working with newspapers, magazines, and online media to gather information. Their practice with identifying the main idea and supporting text that began in third grade provides techniques to access the information.
12	As students continue to work with consumer materials, they are expected to read to gain meaning from those documents by comparing and contrasting their features and elements.
13	In grades nine and ten, students analyze the structure and format of workplace documents and are able to explain how authors use the features to achieve their purposes.
14	Finally, by grade eleven and twelve, students are analyzing features and rhetorical devices of different types of public documents and the way in which the features and devices are used by authors.
15	The framework stresses the importance of a balanced, comprehensive program. Balanced does not mean that all skills and standards receive equal emphasis at a given point in time but implies that the overall emphasis of a skill or standard is determined by its priority relative to language and literacy levels and needs. For example, in kindergarten and grade one, students first learn to apply and practice decoding and word-attack skills in carefully controlled, decodable texts. In subsequent grades the emphasis on decodable texts shifts to less-controlled passages and literature as they develop proficiency in reading skills. A comprehensive program ensures that students learn to read and write, comprehend, compose, appreciate, analyze, perform and enjoy the language arts. They should spend time immersed in high quality literature and work with informational (nonfiction) text, learn writing skills, and read real books.
16	Students must be fluent readers by the end of third grade. This competence is dependent

	on the specific and cumulative mastery of the skills from kindergarten through third grade along with the development of positive attitudes toward reading and writing. The advanced skills of comprehending narrative and informational text, of literary response and analysis and the creation of meaningful prose all depend on solid vocabulary, decoding, and word-recognition skills fostered in the primary grades and sustained through the grades.
17	The framework introduces the important skills, concepts, and strategies that students must be able to use after third grade and attends specifically to those advanced higher-order skills from grades four through twelve that require explicit and systematic instruction.
18	The framework provides guidance to ensure that teachers and students understand that the skills in reading, writing, speaking, and listening must be taught and learned, that the language arts are related, that they build on and strengthen each other and that the language arts can be learned across all academic disciplines.
19	The most effective instructional approach is to prevent reading/language arts problems before they begin. The key to success is to make the first instruction students receive their best instruction.
20	Not all learners will acquire skills and knowledge at the same rate. Intervention strategies must be in place to identify those students who are not progressing adequately and to intervene at all levels as early and as long as necessary to support their acquisition of learning in the language arts.
21	The framework addresses students with special needs at both ends of the academic continuum. Specific attention is given to the learning needs of English learners, special education students, students with learning difficulties, as well as advanced learners.
22	The framework is built upon the assumption that virtually all students can learn to read and that older struggling readers will benefit from refocusing instruction on building the skills, strategies, and knowledge that are the foundation for success in reading and language arts.
23	The framework is designed to be useful to a wide range of users that include professional developers, reading teachers, library media teachers, administrators, curriculum leaders, college and university teacher educators, parents, and publishers. However, it is first and foremost a tool for teachers and a guide for publishers and developers of educational materials.
24	The goal of developing lifelong readers and writers begins early in students' lives and represents a unique balance of competence, motivation, accessibility, and experiences with print. Effective language arts programs involve professionals, policies, quality instructional materials, and practices that interact in complex ways. The best practices of any profession are implemented and sustained in environments that support, enhance, and reinforce those practices. Following are the key components of an effective language arts instructional program.
25	In 1995 the California Reading Task Force identified four components that a balanced, comprehensive approach to reading must contain: a strong literature, language, and comprehension program that includes a balance of oral and written language; an organized skills program that includes phonemic awareness (sounds in words), phonics, and decoding that addresses the needs of the emergent reader;
26	...ongoing diagnosis to inform teaching and assessment; and a powerful early intervention program that provides individual tutoring for students at risk of failure in

	reading. An effective language arts program expands upon these four elements and includes assessment, instruction, instructional time, instructional programs and materials, instructional grouping and scheduling, differentiated instruction, classroom instructional and management practices, professional development, administrative practices, parent and community involvement, motivation, effort, and academic language. We will look at each of these elements.
27	High-quality instruction is at the heart of effective language arts programs. A comprehensive, balanced program with differentiated instruction based on assessed needs should be provided to all students and should include intervention and remediation for students who do not demonstrate competence in the skills and knowledge as well as acceleration and enrichment opportunities for advanced learners.
28	Opportunities for students to learn are determined in part by the amount and use of time for instruction. Student proficiency depends on an adequate amount of time allocated for instruction that is protected from interruption. Classroom time is allocated to activities and content correlated with reading and literacy skills and looks different at various grade levels.
29	For example, at the primary level, a minimum of 2 ½ hours of instructional time is allocated for language arts instruction each day. In grades 4-8, 2 hours are allocated, in grades 9-12, all students participate in a minimum of one course per semester of language arts instruction. Additional time must be provided for those students with special learning needs. Learning time can be extended for all students by promoting independent reading outside of school.
30	Using instructional materials that are supported by the English-language arts content standards and that are based on current and confirmed research influences the rate of learning. Instructional materials should incorporate specific strategies, activities, procedures and opportunities that are consistent with research. Instructional materials should address content standards in other content areas such as mathematics, science, and history-social science whenever possible. In order to support practice and motivation, students should have access to a broad collection of up-to-date, enticing library books in addition to their required texts.
31	The purpose of instructional grouping and scheduling is to maximize opportunities to learn. Content must govern instruction, then instructional grouping and scheduling are used to enhance learning opportunities. Flexible groupings maximize student performance and can include whole group, homogeneous grouping, one on one tutoring, cross-class or cross-grade, and the use of centers and independent activities.
32	Differentiated instruction aims to optimize learning opportunities and outcomes for all students by tailoring instruction to meet the varied level of student knowledge and prerequisite skills. Most classrooms have students with a wide range of learning needs, and those needs can be addressed through opportunities for systematic teaching and practice, through opportunities for acceleration and enrichment, and with opportunities for practice in English and in the concepts contained in the standards.
33	Classroom instructional and management practices promote student engagement and maximize instructional time and effectiveness. Characteristics of effective practices in this area are: highly interactive classrooms that provide instruction, constructive feedback, and high levels of engagement; classrooms that provide appropriate activities and resources; and well established discipline plans and procedures that are implemented

	consistently by all staff. Links between instruction, curriculum and behavior are clear and strong. Instructional time is maximized, students are actively engaged, and objectives are achieved.
34	Assessment anchored to important learning objectives should provide the basis for instruction. Varied assessments used at strategic points provide information critical to determining what to teach, how much the students are learning, and whether the students have achieved mastery. Assessment also identifies students at risk of difficulty and in need of specialized instruction. Both formal and informal measures can be used to document student performance.
35	These are some of the characteristics of the professional development component in an effective language arts program. A focus on student learning, with attention to tailoring curriculum and instruction to the needs of students, all of which is compatible with current research and the content standards. Providing educators the opportunity to plan their own professional learning.
36	Professional development should be designed to be ongoing and in-depth, and should include a variety of strategies to help educators apply what they have learned and sustain improved instruction. Time is allocated for educators to reflect, discuss, analyze, and refine their own professional practices and to plan and refine instruction accordingly. The administration makes a commitment to ensure support, ongoing follow-up, and evaluation of professional development.
37	Administrators are knowledgeable about the content standards and effective language arts programs. They work with teachers to create a coherent plan in the school for language arts instruction that is based on assessment and provides access to such programs for all students.
38	The period spanning kindergarten through grade three is the most critical for instruction in the language arts. During that time students acquire the foundational skills needed for later success. These are the areas of instruction and diagnostic support that will build proficiency in each grade. Proficiency is based on critical building blocks in each grade. Chapter 3 of the framework provides an overview and grade-specific summaries and instructional analyses for kindergarten through 3rd grade.
39	The stages of learning to read and reading to learn help establish a further stage that extends through grade eight. That stage is perhaps best characterized as reading and learning for life, during which students begin to grapple with the full and complex range of lifelong language and literacy skills. The standards for grades 4 through 8 reveal the importance of subject-matter reading as they begin to study history-social science and science. The vocabulary knowledge that they acquire includes an emphasis on the origins, derivations, and use of words over time and in various texts.
40	By the 12th grade students are expected to annually read two million words of text independently. For many students that amount of independent reading will not occur without strategic and systematic guidance in their selection of text and reinforcement of independent reading habits. Writing and oral presentations become more sophisticated and complex. Students apply and refine their command of the writing process and writing conventions. There is a strong emphasis on research-based writing and oral presentations incorporating technology.
41	Curricular and instructional profiles are included for each grade level-grade span. They serve as a starting point for curriculum planning and instruction for a selected standard at

	<p>each grade level. These profiles include what should be components of effective language arts lessons. They offer a model for teachers to use in modifying and strengthening instruction for the full range of learners.</p> <p>The profiles offer a selection and sequence of information to be taught and learned... what to teach, when to introduce skills and concepts, how to select examples, how to integrate standards and how to teach for transference and generalization. Features of instructional design include what to teach, when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization.</p>
42	<p>The profiles provide suggested strategies that will assist teachers in knowing exactly what to do and will help them understand expectations for their students. The profiles provide examples for teachers and describe the exact steps that a teacher will need to take so that their students master the standards. Modeling, pacing, reinforcement, questioning, corrections, and feedback are included. It further involves the structure of delivery, including teacher demonstration or modeling, guided practice, peer-mediated instruction, and independent practice and application.</p>
43	<p>The section on Assessment will assist teachers in the effective use of entry-level assessment as a tool for instructional planning and in determining the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction. Information for monitoring student progress is included that will assist teachers in determining whether students are making progress in the skills and concepts that they are teaching. There are also strategies for post-assessment that will assist teachers in being able to determine the effectiveness of their instruction.</p>
44	<p>The profiles provide strategies for providing universal access to the standards and curriculum, including techniques for differentiating instruction to meet each student's needs. Specific strategies are presented for students with reading difficulties or disabilities. Strategies include asking if the standard and objective are appropriate for the learner in content and number of objectives? Can the students use the same materials? Or will materials need to be modified to accommodate the speaking, listening, reading, or writing competence of the learners?</p> <p>For students who are advanced learners, teachers can determine whether the student has mastered the content. Do the activities need to be accelerated or enriched? Are the content and objectives appropriate for the learner? If not, how can the materials and requirements of the task be modified?</p> <p>If the student is an English learner, is more extensive instruction of vocabulary or other English-language features necessary to achieve the standard? Is the rate of introduction of new information manageable for learners? Is there sufficient oral and written modeling of new skills and concepts and reinforcement of previously taught information? Have linguistic elements in the lesson or materials been modified as appropriate for the proficiency level of the students?</p>
45	<p>The section on instructional materials provides specific criteria that should be present in the instructional materials the teacher plans on using. State adopted materials have been evaluated and approved by the State Board according to these criteria.</p>
46	<p>High-quality learning materials are essential for success in the language arts. Classroom libraries are the first point of contact for students, and should reflect a wide variety of reading interests, favorite authors, and topics related to the curriculum. These classroom</p>

	libraries are enhanced when students and teachers acquire outstanding, high-interest books by notable authors and illustrators. Frequent access to extensive school library collections is an effective way to maintain fresh classroom collections, and provide a means for students to select books of personal interest, and keep reading motivation high. Classrooms are also enhanced when adequate hardware, software, and Internet-based resources are available for language arts instruction.
47	In addition to classroom libraries, the school library is a focal point of reading. The school library collection consists of books, periodicals, reference materials, media and technologies that are carefully selected to meet the teaching and learning needs of teachers and students. The materials are selected to support the curriculum and instruction at the school. A broad spectrum of reading choices to meet the interest and needs of students will help students broaden and extend their study of core subjects and practice fluency.
48	The diversity of California's students presents unique opportunities and significant challenges for instruction. The framework addresses the full range of learners in California's classrooms with specific attention paid to the learning needs of English learners, special education students, students with learning disabilities as well as advanced learners.
49	The key to using assessment effectively and efficiently in a program of instruction is to recognize that different types of assessment tools must be used for different purposes. These three types of assessment are critical to the framework because they inform instruction. Together, they provide a road map to achieve the standards.
50	Entry-level assessments provide the starting place, assessments for monitoring of progress provide the routes to take, the points at which to change routes, and summative assessments provide the destination. The differences in grade levels call for different assessment measures and tasks. The framework provides specific examples of what and when to assess for each grade span. Each of the three distinct types of assessment contributes to informing effective instruction.
51	Although all the skills within the content standards are important, no greater responsibility exists for educators of students in kindergarten through grade three than to ensure that each student in their care leaves the third grade able to read fluently, effortlessly, independently, and enthusiastically. Effective instruction in reading nurtures both comprehension and reading fluency. The skills that build word recognition in the primary grades are critically important.
52	Advances have identified features of curricular and instructional interventions that can offset negative factors that may accompany children when they enter school. It is the charge of educational leaders to ensure that students will graduate with the knowledge and skills that allow them to access and use the power of the printed word.
53	It is also the charge to educators to ensure that students develop a lifelong love of reading, and to have a facility and joy of communication through language. Toward this end, this framework is designed as a blueprint for curriculum and instruction.